DOCUMENT RESUME

ED 054 532 24 EA 003 657

AUTHOR	Sternhell, Robert
TITLE	Structural and Organizational Interaction of Educational and Community Leaders in a Small Community. Final Report.
INSTITUTION	Oregon Univ., Eugene.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-I-114
PUB DATE	Sep 70
GRANT	OEG-9-9-470114-0005(057)
NOTE	112p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Administrative Personnel; *Behavioral Science Research; *Community Leaders; Community Support; Educational Innovation; Educational Research; *Interaction; *School Community Relationship

ABSTRACT

This study explores the hypotheses that as a consequence of an increase in extra-educational functions assumed by school districts, the interaction between educational and community leadership groups would increase and that community leaders would be more supportive of educational innovations. Researchers attempted to discover if community leaders would participate in educational decisions, if educational leaders would be identifiable in the community, and if members of the two leadership structures would interact in organizational settings. Results of the study revealed infrequent interaction between educational and community leaders in any setting, and, where there was interaction, no significant increase in community leader support for educational innovations. A related document is EA 003 656. (Author/JF)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED054532

Final Report

Project No. 8-1-114
Grant No. OEG-9-9-470114-0005(057)

STRUCTURAL AND ORGANIZATIONAL INTERACTION OF EDUCATIONAL AND COMMUNITY LEADERS IN A SMALL COMMUNITY

Robert Sternhell
(Project Director, Robert E. Agger)

Institute for Comparative Experimental Research on Behavioral Systems
Acting Director, Joseph R. Fiszman
University of Oregon

Eugene, Oregon 97403

September 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EA 003 657

TABLE OF CONTENTS

Page

SUMMARY iv

The Problem 1
    Significance of the Problem 1
    Theoretical Framework 2
    Setting 5

Research Design 7
    Research Procedures 8
    The Interview Schedule 9

Findings and Analysis 10
    Community Leadership Structure: Overlap 10
    Educational Leadership Structure: Overlap 13
    Voluntary Civic Organizations 13
    Social and Fraternal Groups 13

Conclusion 20

REFERENCES 21

BIBLIOGRAPHY 22

APPENDIX A ....

APPENDIX B ....

LIST OF TABLES

Table 1 Some Characteristics of the Community Leadership Structure 11

Table 2 Relationship to School District of Educational Leaders 14

Table 3 Memberships in Civic Groups of Community Leaders 15

Table 4 Memberships in Social Organizations of Community Leaders 16

Table 5 Attitudes Toward Educational Innovation Among Community Leaders Who Are Members of Kiwanis and Community Leaders Who Are Not 18

Table 6 Attitudes Toward Educational Innovation Among the Business and Professional Group, and Governmental Administrators 19

SUMMARY

Title: Structural and Organizational Interaction of Educational
and Community Leaders in a Small Community

Investigator: Robert Sternhell

Institution: University of Oregon
Eugene, Oregon 97403

Project Number: 8-1-114

Duration: September, 1968 to September, 1970

The study examines the structural and organizational relationships among educational and community leaders in a small Oregon city. As a consequence of the increase of extra-educational functions being assumed by school districts, it was hypothesized that the interaction of the two leadership groups would increase and that community leaders would be more supportive of educational innovations.

Through a combined positional-participation approach, educational and community leaders were identified and interviewed. The research focused upon three questions. Do community leaders participate in educational decisions? Conversely, are educational leaders identifiable in the community leadership structure? Finally, do members of the two leadership structures interact in organizational settings?

The results are as follows:

1) The educational leadership structure does not include any community leaders. That is, there is no evidence that community leaders have sought to influence educational decisions, regardless of the expanding functions of the school district.

2) Several educational leaders become visible as community leaders as a result of the expanded school programs -- particularly in the areas of culture, social welfare and recreation. There is no evidence that educational/community leaders are involved in issues other than in these areas.

3) The patterns of organizational membership for educational and community leaders are distinct. Consequently, interaction in group settings is minimal. The important exception to this pattern is the school district superintendent, who is a member of the most active and influential civic organizations.

4) There is no evidence that the organizational activity of the superintendent created support for educational innovations, as had been hypothesized.

5) A post hoc analysis revealed that in the small community, the most likely source of support for educational innovation would come from governmental administrators brought into the community to supervise new city and county programs.

The Problem

This study is an examination of the relationships among community leaders and educational decision makers in a small community. There are three concerns of the research: (1) the identification of both the leadership structure in the area of education and for the community in general, (2) the settings within which interaction between educational and community leaders takes place, and (3) the orientation of community leaders toward educational decision makers and school policy.

The focus of the study was re-structured from the original proposal in accordance with the restriction imposed at the time by the Department of Health, Education and Welfare on the expenditure of small contract funds abroad. The original title, "Educational Orientations and Roles of Yugoslavian (Slovenian) Community Educational Decision Makers," thus became inappropriate to the substance of the revised study (see Appendix A by the original project director, Robert E. Agger).

Significance of the Problem

One facet of the changing role of education, seemingly common to all levels of American communities, is the rapid growth of programs that have extra-educational objectives. School districts, whether they happen to be located in urban, suburban or small town settings, have steadily expanded the scope of their activities into other areas of community life not normally considered within the perview of education.[1]

The nature of the new activities is enormously diverse. Some are incorporated directly into the curriculum, like driver-training courses.[2] Others occupy less central positions as mechanisms of education, such as breakfast and lunch programs. Still others are peripheral to the traditional functions of the school system. These activities include the provision of recreational facilities, the sponsorship of athletic teams, the promotion of community cultural events in the forms of concerts, live theatre and travel, and the management of adult and vocational training programs.

Program expansion has become so extensive that when citizens cast their vote on the school budget, they may, in a real sense, also be passing judgment on the quality and variety of life that their community will support. By this, we mean that school districts have come to subsidize programs that penetrate deeply into the lives of many (if not all) members of the community. As a result of the expanded functions of school districts, passage of the proposed school budget often has a direct effect upon the quality and availability of services.

---

[1] A popular theme attributes the expansion of the functions of education to a search for community. See David Minar, "School, Community, and Politics in Suburban Areas," in Education in Urban Society, edited by B. J. Chandler, et. al. (New York: Dodd, Mead and Co., 1959), pp. 186-194.

[2] For a fascinating discussion of the effect of driver training courses on the image and worth of teachers, see Myron Lieberman, The Future of Public Education (Chicago: University of Chicago Press, 1960), pp. 76-82.

The assumption of community-related functions by the school organization has contributed to a situation in which the fiber of community life is dependent upon the decisions (in terms of policies) of the school district and the reaction of the voters. One conceivable consequence of the increasingly broadened nature of school programs is bound to be a call for greater community control over educational policy. A potentially important factor in terms of community control is the behavior and attitudes of community leaders, with particular regard to (1) their relationships with educational decision makers, and (2) their orientations toward educational innovations. Both variables should be studied as a way of anticipating their effect on the forms local control may take.[1]

Theoretical Framework

The participation of community leaders in the making of school district policy has not been a topic rigorously examined by educators or social scientists. This is particularly true with regard to the small community. The two dominant research themes have been social class analysis and interest group studies. Both approaches have focused exclusively on the school board. The former has concentrated on establishing the extent to which background attributes of school board members reflect any particular social class, or similarly, the extent to which attitudes reflect the values of any class. The latter has emphasized the recruitment of school board members, with specific regard to the organizations that sponsored the candidacy of school board representatives.

The assumption made in both these approaches is that the mechanism through which the community, or any segment of the community, influences educational policy is the school board. One can evaluate who controls education by examining the background attributes and attitudes of board members.

There is some evidence that focusing on the board as the exclusive mechanism of community control may have been an error. Kerr has suggested that an important function of boards is the legitimation of the policy preferences of the district's professional administration to the community. This behavior occurs because "the social structure in which local school boards are imbedded in some way screens out or otherwise nullifies the usual effects of social backgrounds on attitudes."

---

[1] If this discussion leaves the reader with the impression that the centers of educational decision making reside in the community, that is not the intention. Local control has always operated within the framework of state and federal regulations, many of them quite pervasive. See Roald F. Campbell, "The Folklore of Local School Control," The School Review, Vol. 67, No. 1 (Spring 1959).

Kerr readily admits he enters the discussion of community control of education at only one point: the role of board members. He implies the need to re-evaluate the relationship between the school system and the community. To some extent, recent studies of community power structures have focused on aspects of this relationship. These studies have explored and compared the community leadership structure with the educational leaders. By this, we mean that community power studies, in the course of identifying the general structure of leadership, have asked about the influence of educational decision makers on community policy. In general, the conclusion of these studies is that a very small percentage of community leaders are educational decision makers.[1] Another focus has been the participation of community leaders on issues relating to schools. The conclusion here tends to confirm the hopes of educators -- that the community leadership structure does not participate in a direct or publically observable way in educational decision making. Policy in this area tends to be monopolized by educational specialists, who participate in only a single community decision," and who occupy "a marginal position in the power structure."[2]

Unfortunately, the dynamics of the relationship or linkage between educational and community leaders has not been a priority concern of the power studies. There is an obvious need to broaden the focus of the analysis in order to ask the following kinds of questions. Are educational decision makers aloof from various kinds of social contact with community leaders? Are there organizational mechanisms in the small community used by the two leadership groups to exchange perspectives and preferences?

These two questions are the basis of the research. The focus is directed at (1) the overlap between the leadership structures of the general community and education, (2) the interaction of members of the leadership structures in organizational settings unrelated to specific issues or decisions and (3) an analysis of the effect of the interaction on attitudes of community leaders toward educational innovation.

---

[1] Sources for this interpretation include Robert Presthus, Men at the Top (New York: Oxford University Press, 1964), pp. 107-108; M. Kent Jennings, Community Influentials (London: The Free Press of Glencoe, 1964), p. 74; and Linton C. Freeman, Patterns of Local Community Leadership (Indianapolis: The Bobbs-Merrill Co., 1968), p. 50.

[2] Presthus, ibid., p. 50. The emphasis upon participation on a single issue arises from a general preference of community studies to include only one educational issue in their analysis. The thrust of Presthus' argument is that specialists generally do not participate on issues other than the educational issue.

At this juncture it is appropriate to define and elaborate the important terms and concepts.

Leadership Structures: Leadership refers to "a relatively small number of individuals,... behaving in such a way that they effect (or effectively prevent) a significant change in the lives of a relatively larger number."[1] Structure is used here to describe the whole or parameters of leadership. It is not meant, as in community power structure studies, to refer to the differential relationships of individuals within the leadership structure. For the operational definitions, see research procedures.

Community Leadership Structure: The term refers to individuals who participate in decisions that affect "the lives of a relatively large number" of citizens in the community. The range of decisions is inclusive of all areas of life experience, including education, and refer to specific issues.

Educational Leadership Structure: It is distinct from the community leadership structure in that the focus is upon individuals participating in educational issues. Within the educational leadership it is possible to identify "specialists."

Educational Specialist: A specialist is an individual whose participation is concentrated, and usually limited, to education-related issues, and whose participation is a function of a formal position in the school system: either as a teacher, administrator or board member. Logically, it is possible for a specialist to possess one characteristic and not the other. Empirically, it is relatively rare.

Overlapping Leadership Structures: While it is conceivable that the educational leadership structure will consist entirely of community leaders, it is highly unlikely. Usually, two distinct or semi-distinct structures can be identified. The extent to which the structures are different is a function of "overlapping membership." We are interested in two dimensions of overlap: (1) the community leaders who are also leaders in education and (2) educational specialists who occupy positions in the community leadership structure.

Interaction: The concept of overlap is restrictive in that inferences about the interrelationships of members of the leadership structures must be structurally defined. In order to get at the more dynamic aspects of the linkage, we focus upon two settings or mechanisms of interaction: voluntary civic organizations and social or fraternal group activities. The primary concern lies in assessing the social isolation of educational decision makers from community leaders.

---

[1] Linton C. Freeman, Patterns of Local Community Leadership (Indianapolis: Bobbs-Merrill, 1968), p. 2.

This study is guided by the belief that too little is known about the linkages between educational and community leaders. It is usually taken for granted that educational leaders restrict their organizational activity to groups that serve ancillary supportive functions for the school system.[1] This study seeks to test this assumption. Furthermore, it attempts to determine if the presence of organizational interaction affects the attitudes of community leaders toward educational innovation.

Setting

The community we selected to test our research interests is located in Northwest Oregon. St. Helens is the county seat for Columbia County, which lies adjacent to the Columbia River. The county is decidedly rural, with almost two-thirds of the 29,468 residents living in unincorporated areas.[2] St. Helens is the focus of activity for the county, partly because the courthouse is located there, but also because its population (5,750) is triple that of any community in Columbia County. As a rule, county officials are residents of the community. As a consequence, county officials also tend to be involved in the affairs of the town. To further complicate the distinction between city and county, St. Helens draws on the county for services, rather than duplicate the functions. Issues that arise around these county functions tend to be seen by St. Helens residents as community concerns.

County services, facilities, and boards located in St. Helens include the County Hospital, the Department of Health and Sanitation, the Extension Office, the Welfare Commission, the Mental Health Officer and the Juvenile Officer. Another local unit of government in St. Helens is the Port Authority. The importance of the county administration to the community was reinforced in 1969 by the construction of a new courthouse building in the old downtown section of the community.

The major industries in St. Helens are all wood products-related. Fully three-quarters of the total work force (men and women) are employed in these industries.[3] As a recession set in during the late 1960s, the lumber plants have cut back employment and a significant segment of the working class community has been affected. Business and political leaders have been anticipating a period of growth and development. As of June, 1970, these hopes have not been fulfilled, despite the fact that St. Helens is only a short distance from the industrial area of Portland.

---

[1] W. Lloyd Warner. Yankee City, abridged edition (New Haven: Yale University Press, 1963), pp. 106-107.

[2] These are 1968 figures.

[3] Census figures, 1960.

The political institutions in Columbia County have undergone some trying experiences, in the period from 1967-1970. Two of the three members of the county commission were recalled in what has been described as a rural reaction to the monopoly of decisions by "urban" interests. Subsequently, the district attorney accused the two men of illegally taking vacation pay -- the day after the recall. In another incident, the justice of the peace was indicted for embezzlement and sentenced to a short jail term. The stability of county government has suffered as a result of these events.

There are no figures for political party registration in the city, but the county is overwhelmingly Democratic. Confounding the effect of party identification on voting is the poor performance of local government. Incidents like the ones described above reinforce the citizen distrust of local government. In a related study, taken during this period, fifty percent of a random sample of St. Helens citizens expressed significant doubts that local officials would respond to community problems.[1] That this is not a generalized orientation to local community leaders, is evinced by corresponding faith in the motives and actions of school officials. Close to sixty-five percent of respondents answering felt that school officials would "understand my problem and do what they could about it."

Columbia County is recorded as having the lowest literacy rate in the state, although St. Helens is probably somewhat higher than the county figure. School District 502, which serves not only St. Helens but adjacent towns and a large unincorporated area, has accumulated a reputation of competency among community leaders and has traditionally been involved in few controversies. In part, this is a consequence of the strategy of the superintendent, who has sought to establish and maintain good relations with both the school board and local community leaders. He implements this strategy by personally encouraging certain members of the community to run for the school board.

Prior to 1968, no district budget had ever been rejected by the voters. That year, a citizens taxpayer organization, tangentially related to the group that organized the recall of the county commissioners, actively opposed passage of the budget. Whereas St. Helens voters supported the budget, the rural areas combined to defeat it the first time. The board and administration of the district repeated their earlier statements that in their opinion the budget contained no excess demands. As evidence, they pointed to the increased individual levy, which was below the state average for that year. Voters approved the budget in the next election, apparently due to an increased turnout which was more supportive.

---

[1] The companion study is part of a larger international cooperative examination of citizen attitudes toward education and educational innovations. The St. Helens segment was jointly supervised by Robert Agger and Benson Bronfman, through the Institute for Comparative Experimental Research on Behavioral Systems.

In 1969, the budget was rejected the first time by only 25 votes, with the rural districts again accounting for the negative plurality. The board, as it had the year before, decided not to reduce the budget request. A one-third larger turnout resulted in a sixty-one vote defeat in the second election. At this point the board and administration met and ultimately chopped $90,000.00 from the proposed budget. Apparently satisfied by the actions of the district, voters approved the request by over two hundred votes.

Like other communities in Oregon and around throughout the nation, the school system can anticipate continued voter reluctance to the school budget. Because the search for funds is of the highest priority to the district, we can expect educational leaders to reach out increasingly for community support.

Again, like most of its contemporaries, the school district has steadily expanded its activities into other areas of community life. At present, the high school band, and its supporting association, the Band Patrons, are the major cultural forces in the city, as well as being the only source of live concert music. In addition, the school district, in alliance with the Lion's Club, has recently constructed facilities to convert the high school pool into a recreational center. Finally, the school district, after some prodding from the local welfare agency of the poverty program, has begun to underwrite some of the costs for vocational education. The school system will need all the voter support it can muster.

Research Design

The design was organized in order to provide answers to the questions discussed in the theoretical framework. Are educational decision-makers aloof from social contact with community leaders? Are there organizational mechanisms through which community leaders may affect educational policy?

Examining the interrelationships of educational and community leaders necessitated a conceptual and operational distinction of structural interaction and organizational interaction. By structural interaction, we refer to the degree to which slots in the two leadership structures are occupied by the same individuals. The term overlap is used to describe the interaction. Overlap is a static concept, emanating as it does from structural models of leadership. Organizational interaction refers to the forms that social contact may take. In this study, we focus upon two settings: voluntary civic organizations and social or fraternal groups.

Finally, we will examine the attitudes of community leaders to educational change.

The necessary precondition to studying the structural interaction of educational and community leaders is the identification of individuals that make up the two structures. The techniques used to accomplish the operation are described in the following pages. Included in the discussion is (1) selection of the sample, (2) the operational definition of leadership, (3) a description of interview schedule given to all potential leaders. The presentation and analysis of the findings appear in the following section: findings and analysis.

Research Procedures

During a four month period in 1969, potential community leaders of St. Helens were identified and interviewed. The schedule was quite extensive, each interview running an average of 70 minutes and containing over 350 items. A copy of the actual schedule is in Appendix B.

A major feature of the interview schedule was the analytic segmentation of the community into life experiences or activities. These segments, taken all together, are viewed as a description of the sum of human activity within the community. The eight areas are public education, culture, health, social welfare, government and politics, economic development, urban development and sports and recreation. The purpose of the segmentation was to identify the leadership on the basis of specific activities on visible issues in all areas of community life. Isolating each area of life experience was the first task. Within each area, we sought to identify the universe of visible issues that were publically observable in the period from January 1968 through July 1969. The standard of visibility was based on three indicators: local newspaper coverage, interviews with expert informants, and interviews with potential leaders. If an issue was mentioned in any one of the three, it was included in the study. A total of twenty-seven community issues were identified.

Nomination to the community leadership structure is a function of this wholistic conception of the community. That is, the selection of issues, from which measures of participation were drawn, emphasized all aspects of life in St. Helens. Consequently, the community leadership structure is an amalgam of various leadership types -- reflecting cultural and recreational issues as well as economic and political matters.

Leadership in the community was defined according to three criteria: (1) a formal position in the local governmental structure, (2) officials of the most active civic organizations, and (3) the frequency of participation on a broad range of community issues.

A total of sixty-nine potential leaders were interviewed. Ultimately, the size of the leadership structure was reduced to thirty. Of these thirty, seventeen held formal positions in local governmental units (city council, port authority, and county commission), four were officers of the most active civic organizations, and nine were selected on the basis of effective participation. It should be noted that 26 of the 30 members of the leadership structure ranked high on effective participation.

The procedure used to identify the general leadership structure was also applied to the task of determining leadership in the area of education. Members of the school board were automatically included (as holders of formal positions); selection of the rest of the educational leadership was based on effective participation. Again, it should be noted that all members of the board ranked high on participation.

The total sample (69) was generated by (1) an initial panel of six informants, who suggested the names of individuals they considered to be influential; (2) the extended study of two local newspapers for the two years previous; and (3) questions in the formal interview schedule which asked respondents to name other participants in the issues they personally had been involved in. In an effort to make the original sample inclusive, respondents were asked to name the sources of advice on policy in each of the eight areas of the community. Names were checked against the existing sample; as a consequence, four additional people were interviewed. When no "new" names appeared in the completed interview schedules, the assumption was made that the sample contained the near-universe of visible community leaders in St. Helens.

The Interview Schedule

The schedule administered to all potential leaders consisted of five sets of questions. The sets were: (1) a series of questions inquiring into the background and history of the respondent, normally referred to as demographic data; (2) a battery of questions which asked about participation in each of the eight areas of community life; (3) another battery of participation questions, in which the focus was on specific issues; (4) inquiries into organizational memberships, both civic and social; and (5) a series of attitudinal questions relating to educational innovation.

Findings and Analysis

Community Leadership Structure: Overlap

By using the techniques described in the design, thirty-three members of the community's general leadership structure were identified. This figure represents what we feel to be a close approximation of the size of the leadership group. As Table 1 indicates, it is possible to identify three relatively distinct groups or clusters within the structure. One cluster, which we will call the business and professional group, dominates the structural model, at least in numbers if not in influence. (Note, once again, that our intention was not to evaluate differential levels of influence within the leadership model, but to describe the composition of the group.) Two thirds of the leadership fall in this category. The business and professional group is characterized by long term residence in St. Helens, often more than twenty years. Moreover, almost to a man, none would consider leaving. Although their average level of education is less than either of the other groups, fully one third hold university degrees. In contrast, the level of income is slightly higher than the other clusters, despite the fact several individuals list their total family income as less than $600 a month. The most interesting characteristic of the business and professional group is its participation in local politics. Fourteen of the twenty-two members of the group have held or run for local office.

In contrast, the second cluster of leaders have not participated in local politics, either on the community or county level. For purposes of identification, we have called this group governmental administrators. Each of the six individuals are employed by governmental agencies in administrative positions. Unlike the business and professional group, governmental administrators identify very little with the community. Three of the six have lived in St. Helens less than five years; the other three live either in Portland or across the Columbia River in Washington. Moreover, all would consider moving. With regard to total monthly income, the range of earnings is considerably reduced, as is the average median income. The same analysis holds with reference to age. Administrators are closely grouped and considerably younger. Finally, the level of education of administrators is uniformly higher. The last cluster in the leadership structure can be identified by a series of characteristics that sets them apart from the first two groups described. We have called this cluster educational influentials. Four of the five are employed by local school districts.[1] The fifth is a school board member. With the exception of the board member, all are possessors of post-graduate degrees. None of the five have held political office

---

[1] One is superintendent of the I.E.D.

Table 1

Some Characteristics of the Community Leadership Structure

Characteristics	Business and Professional Group (N = 22) No.	%	Governmental Administrators (N = 6) No.	%	Education Specialists (N = 5) No.	%
Age:						
25-40	3	13%	3	50%	3	60%
41-50	8	37	3	50	1	20
51-60	5	23	0	0	1	20
61+	6	27	0	0	0	0
Willingness to Move:						
Yes	2	9%	6	100%	5	100%
No	20	91	0	0	0	0
Years in St. Helens:						
Less than 5	2	9%	6	100%	1	20%
5-10	3	14	0	0	2	40
11-20	4	18	0	0	2	40
More than 20	13	59	0	0	0	0
Total Monthly Income:						
$200-599	2	9%	2	33%	0	0%
$600-999	3	14	1	17	3	60
$1000-1199	7	32	2	33	0	0
$1200 or More	10	45	1	17	2	40
Education:						
High School or Less	7	32%	0	0%	1	20%
Some College	7	32	1	17	0	0
College Degree	8	36	5	83	4	80
Political Office:						
City	10	45%	0	0%	0	0%
County	4	18	0	0	0	0
None	8	37	6	100	5	100

(other than the board) and the average median age is significantly below either of the other groups. While the median income is similar to that of the administrators, educational influentials have been in St. Helens a much longer period of time. Interestingly, all would consider leaving.

The small town has often been described as a combination of opposites. That is, the internal dynamics of the community revolve around adapting the external influence of urban behavior to meet the needs, both psychological and social, of residents of the small town. The structure of leadership in St. Helens provides support for this theory.

Leadership in the small community is most susceptible to penetration from the "outside" in the administrators it must hire to direct governmental service programs (i.e., health, welfare and mental health), and the educators it must recruit to fulfill state educational regulations. In the case of St. Helens, those educators that remain in the community tend to become actively involved in a broad range of community issues. Thus, having penetrated the community, and having become involved in leadership functions, the educational influential is less likely to leave the community than when he first entered it. The mobility of the educational influentials is also characteristic of the administrative personnel hired by county and city government units. In St. Helens, the expansion of county programs has served to increase the number of "experts" brought into the community. As "experts," they gain relatively easy access to decisions.

In both cases, educational influentials and governmental administrators, access to decision-making is a function of occupation. The community requires certain services that these individuals can provide. This process stands in direct contrast to the activities of the dominant business and professional group, which takes a direct and purposeful interest in the affairs of city and county government. As we shall see later, this interest takes the form of organized participation as well as individual involvement in local politics.

To this point we have concentrated upon a description of the leadership structure, ignoring for the moment an analysis of the number of educational influentials occupying positions in the St. Helens leadership structure. This is our next task.

Five of the thirty-three elites have been identified as educational leaders. In the context of the community leadership structure we have referred to them as educational specialists. The percentage of educational specialists is higher than the overlap reported in several community power studies. Two factors probably influence the higher percentage of educational specialists. First, the organization of this study placed as much emphasis on sports and recreation, and culture, as on the other areas of community life. It is customary in power structure studies to minimize leadership in these areas. Second, in the absence of existing cultural facilities and the minimal program of the city department of recreation, the school district has expanded its programs into these areas. In the process, several school officials became highly involved in "community issues" of culture and recreation, but do not participate at all in issues relating to government and politics, urban development or economic development.

Educational Leadership Structure: Overlap

Using participation as a measure of leadership, we were able to identify fifteen members of the educational leadership (see Table 2). Included in the list are all five school board members, most of the upper level administration of the school system, three teachers and the superintendent of the Intermediate Education District. The participation of the latter in school district affairs is minimal.

Of greater importance is the absence of any community leaders. We conclude from this data that the influence of the community leadership, if any, is not transmitted through participation in decisions.

Voluntary Civic Organizations

Membership in the most active civic organizations were analyzed on the assumption that they might be centers of communication for educational and community leaders. The ranking of organizations was done by the respondents in the interview.

The analysis of memberships in civic organizations does not support our expectations that these groups are the setting for interaction and communication among the two leadership groups. Table 3 indicates that few educational decision-makers are members of the four most active civic groups in the community. That is, we can find no pattern of organizational membership common to most educational leaders that brings them into contact with community leaders. Instead, it appears that educational leaders tend to join civic organizations that are distinct from this group. The closest evidence of any pattern is membership in organizations that serve auxiliary functions to the school district. This group includes the PTAs, the Lions and the Band Patrons. The partial exception to this pattern is the membership of one third of educational leaders in the Chamber of Commerce.

Social and Fraternal Groups

The participation of educational leaders in any of the St. Helens social groups is even more limited than civic group involvement (see Table 4). There is no support for the hypothesis that the two leadership groups interact either through social or civic organizations, in any recognizable pattern.

Table 2

Relationship to School District of Educational Leaders
(N = 15)

Relationship	Number
Teacher	4
Administrator	4
Superintendent	2
Board Member	5

Table 3

Memberships in Civic Groups of Community Leaders

Civic Groups	Business and Professional Group (N = 22)	Governmental Administrators (N = 6)	Educational Leaders (N = 15)
PTAs	5	0	12
Chamber of Commerce	17	1	4
Lions	1	0	7
Community Action Team	5	3	1
J.C.s	3	0	0
Kiwanis	8	2	1
Band Patrons	3	0	4
Business and Professional Women	2	0	1
Womens Club	1	0	0
Zenith	1	0	0
Blue Angels	2	1	0
Community Achievement Council	3	0	0
Columbia County Retarded Children's Association	5	1	4

Table 4

Memberships in Social Organizations of Community Leaders

Social Organizations	Business and Professional Group (N = 22)	Educational Leaders (N = 15)
Bar Association	2	0
Yacht Club	9	0
Investment Club	1	0
American Legion	3	0
Rod and Gun Club	3	1
Golden Age Club	1	1
Men's Golf Association	6	1
Men's Bowling Club	2	2

The data do not support the view that interaction in civic or social organizations is used by either group to communicate or influence the attitudes of the other. In the absence of widespread organizational memberships, we concentrated on the activities of the school district superintendent. He describes himself as a member of both the Chamber and the Kiwanis, the two most active civic groups. We attempted to discern if as one individual, albeit an authoritative one, his organizational memberships influenced the attitudes of leaders who were members of the organizations.

To test the effect of the participation of the superintendent in an organizational setting on the attitudes of community leaders toward educational change, community leaders in the Kiwanis club were asked a series of five questions dealing with educational innovations. The decision to examine the Kiwanis rather than the Chamber of Commerce was based on the size and diversity of the latter. It was reasoned that in the smaller organization the influence of the educational leader(s) was more likely to be observed.

The eight community leaders who were members of the Kiwanis were asked whether five proposed educational changes or innovations were needed in St. Helens. The responses were compared to those of non-Kiwanians (see Table 5). The analysis indicated that support for educational change is not greater among Kiwanis members. More precisely, there is no consistent pattern of greater support among community leaders who shared membership with the superintendent in the Kiwanis club.

The hypothesis that organizational interaction promotes increased support for educational innovation has not been substantiated. An obvious factor is the disinterest of educational leaders in joining either civic or social organizations in which community leaders are members. This limited interaction reduces the possibility of significant attitude change or reinforcement induced through shared participation.

The test of the hypothesis, which examined the attitudes of Kiwanis members toward educational change, was less than satisfactory. That is, the effect of the interaction upon attitudes could not be demonstrated.

In a post hoc analysis it became obvious that the effects of organizational interaction, under conditions in which the two leadership groups actually shared participation, might not be as important in affecting the attitudes of leaders in the small community toward educational change as the factor of the extent to which outside experts are brought into the community. More simply, administrative personnel brought in to supervise new service programs undertaken by local government, tend to carry with them highly supportive attitudes toward education (see Table 6). As a consequence of enlarging the leadership structure to "outsiders" the support of the community leaders is increased. Unfortunately, we do not have appropriate data with which to investigate the spillover effects -- the extent to which the business

Table 5

Attitudes Toward Educational Innovation Among Community Leaders Who Are Members of Kiwanis and Community Leaders Who Are Not

	Yes	No	
Kiwanians	4	4	Building more schools
Non-Kiwanians	7	10	
Kiwanians	4	3	Modernizing methods of teaching
Non-Kiwanians	10	8	
Kiwanians	4	4	Providing for educational specialists
Non-Kiwanians	10	6	
Kiwanians	8	0	Programs dealing with learning difficulties of children
Non-Kiwanians	18	2	
Kiwanians	8	0	Increased vocational training
Non-Kiwanians	18	1	

Table 6

Attitudes Toward Educational Innovation Among the Business and Professional Group, and Governmental Administrators

	Yes	No	
B & P Group	7	12	Building more schools
Govt. Admin.	4	2	
B & P Group	10	9	Modernizing methods of teaching
Govt. Admin.	4	2	
B & P Group	10	9	Providing for educational specialists
Govt. Admin.	4	1	
B & P Group	21	1	Programs dealing with learning difficulties of children
Govt. Admin.	4	1	
B & P Group	21	0	Increased vocational training
Govt. Admin.	4	1	

and professional group alters its attitudes or behavior as a result of continuous contact with the "outsiders."

The small leadership of the community, seeking to adapt external influences to fit its life style, may ultimately find its orientation toward education significantly changed. If this comes about, it will not be as a result of the persistence of educational leaders, but rather as a consequence of the influx of outside experts recruited to administer governmental programs.

Conclusion

We have attempted, in this study, to examine some of the settings in which interaction between the two leadership groups might take place. In addition we tried to determine if interaction was associated with a high degree of support for educational innovation among community leaders. We can summarize this analysis briefly.

1. Interaction in social organizations is infrequent. Two thirds of the educational decision-makers belong to no social organization.

2. Interaction in civic organizations, although more significant, is far from common. Whereas educational leaders tend to join school related organizations such as the PTAs, Lions Club, and Band Patrons, community leaders prefer the Chamber of Commerce and Kiwanis.

3. The most important educational figure in most districts is the superintendent. Unlike other educational leaders in St. Helens, he has sought out interaction with community leaders through membership in the Chamber of Commerce and Kiwanis.

4. We examined the relationship between the superintendent and Kiwanians (who were community leaders) and found no significant differences in support for educational innovations among Kiwanians than among the rest of the community leadership.

5. In the absence of interaction, we were interested in isolating those segments of the community leadership most supportive of educational change. In the small community, administrative officials for the county -- brought in to supervise programs in the areas of health and welfare -- are significantly more supportive than the local business and professional interests.

This study points up the problems in broadening the base of educational decision-making. On the one hand, there is some reluctance among educational leaders to seek out the legitimate source of authority in the community. Community leaders are equally reluctant, however, to involve themselves in organizations ancillary to education. Consequently, where it appears that interaction might be desirable to both parties, in actuality, there is very little contact.

REFERENCES

Campbell, Roald F. "The Folklore of Local School Control," The School Review, LXVII, Spring, 1959, pp. 1-16.

Freeman, Linton C. Patterns of Local Community Leadership. Indianapolis: The Bobbs-Merrill Co., Inc., 1968.

Jennings, M. Kent. Community Influentials: The Elites of Atlanta. London: The Free Press of Glencoe Collier-MacMillan Limited, 1964.

Kerr, Norman D. (pseudonym), "The School Board as an Agency of Legitimation," in Governing Education, ed. by Alan Rosenthal, Garden City, New York: Doubleday, and Co., 1969, pp. 137-172.

Lieberman, Myron. The Future of Public Education. Chicago: Univ. of Chicago Press, 1960.

Minar, David. "School, Community, and Politics in Suburban Areas," in Education in Urban Society, ed. by B. J. Chandler, New York: Dodd, Mead and Co., 1962, pp. 90-104.

Presthus, Robert. Men at the Top: A Study in Community Power. New York: Oxford University Press, 1964.

Warren, W. Lloyd. Yankee City. New Haven: Yale University Press, 1963.

BIBLIOGRAPHY

Books

Bell, Wendell, Hill, Richard J., and Wright, Charles J. Public Leadership. San Francisco: Chandler Pub. Co., 1961.

Cahill, Robert S. "Three Themes on the Politics of Education," in The Politics of Education, ed. by Robert S. Cahill and Stephen P. Hencley, Danville, Illinois: Interstate Printers and Publishers, 1964, pp. 27-50.

Campbell, R. F., and Ramseyer, John. The Dynamics of School Community Relationships. New York: Allyn and Bacon, 1955.

Crain, Robert L. The Politics of School Desegregation. Garden City, New York: Doubleday and Co., 1969.

Crain, Robert I. and Vanecko, James J. "Elite Influence in School Desegregation," in City Politics and Public Policy, ed. by James Q. Wilson, New York: John Wiley and Sons, 1968, pp. 127-148.

Canningham, Laverne L. "Community Power: Implications for Education," in The Politics of Education, ed. by Robert S. Cahill and Stephen P. Hencley, Danville, Illinois: Interstate Printers and Publishers, 1964, pp. 27-50.

Connolly, William E. Political Science and Ideology (New York: Atwenton Press, 1967).

D'Antonio, William V., Form, William H., Loomis, Charles P., and Erickson, Eugene C. "Institutional and Occupational Representations in Eleven Community Influence Systems," in The Community: A Comparative Perspective, ed. by Robert Mills French, Itasca, Illinois: F. E. Peacock Publishers, Inc., 1969, pp. 260-271.

Davis, Kingsley. Human Society. New York: The MacMillan Co., 1948.

Gallaher, Art Jr., "The Little Community in the U.S.: A Combination of Opposites," in Change in the Small Community, ed. by William J. Gore, and Leroy C. Hoddapp, New York: Friendship Press, 1967, pp. 105-123.

Gittell, Marilyn. Participants and Participation. New York: Center for Urban Education, 1966.

Hovland, Carl I., Janis, Irving L., and Kelley, Harold H. Communication and Persuasion. New Haven: Yale University Press, 1953.

Kammeyer, Kenneth. "A Comparative Study of Decision Making in Rural Communities," in Community Structure and Decision-Making: Comparative Analysis, ed. by Terry N. Clark, San Francisco: Chandler Publishing Co., 1968, pp. 383-391.

Katz, Elihu, and Lazarsfeld, Paul F. Personal Influence: The Part Played by People in the Flow of Mass Communications. Glencoe, Illinois: The Free Press, 1955.

Kimbrough, Ralph B. Political Power and Educational Decision-Making. Chicago: Rand: McNally, 1964.

Litt, Edgar. "Civic Education, Community Norms, and Political Indoctrination," in The American Political Arena, second edition, ed. by Joseph R. Riszman, Boston: Little, Brown and Co., 1966, pp. 101-109.

Lowry, Sheldon G. and Mitchell, John G. "Distribution of Social Power in Small Communities," in Change in the Small Community, ed. by William J. Gore and Leroy C. Hodapp, New York: Friendship Press, 1967, pp. 124-154.

Massialas, Byron G. Education and the Political System. Redding, Mass.: Addison-Wesley, 1969.

Minar, David W. "Community Characteristics, Conflict Power Structures," in The Politics of Education, ed. by Robert S. Cahill and Stephen P. Hencley, Danville, Illinois: Interstate Printers and Publishers, 1964, pp. 125-144.

Parry, Geraint. Political Elites. New York: Frederick A. Praeger, Publishers, 1969.

Rose, Arnold M. The Power Structure. New York: Oxford University Press, 1967.

Sayre, Wallace S., and Kaufman, Herbert. Governing New York City: Politics in the Metropolis. New York: W. W. Norton and Co., 1965.

Schattschneider, E. E. The Semisovereign People. New York: Holt, Rinehard and Winston, 1960.

Scoble, Harry. "Leadership Hierarchies and Political Issues in a New England Town," in Community Political Systems, ed. by Morris Janowitz, Glencoe, Illinois: Free Press, 1961, pp. 117-145.

Scoble, Harry. "Some Questions for Researchers,"in The Politics of Education, ed. by Robert S. Cahill and Stephen P. Hencley, Danville, Illinois: Interstate Printers and Publishers, 1964, pp. 111-124.

Swanson, Bert E. "Political Change in the Small American Community," in Change in the Small Community, ed. by William J. Gore and Leroy C. Hodapp, New York: Friendship Press, 1967, pp. 124-154.

Swanson, Bert E. School Integration Controversies in New York City, Bronxville, New York: Institute for Community Studies, Sarah Lawrence College, 1965.

Vidich, Arthur J. and Bensman, Joseph. Small Town in Mass Society., revised edition, Princeton, New Jersey: Princeton Univ. Press, 1968.

Warren, Roland L. The Community in America. Chicago: Rand, McNally and Co., 1963.

Williams, Robin M., Jr. American Society. New York: Alfred A. Knopf, 1952.

Wood, Robert C. Suburbia. Boston: Houghton Mifflin Co., 1959.

Zimbardo, Philip, and Ebbesen, Ebbe. Influencing Attitudes and Changing Behavior: A Basic Introduction to Relevant Methodology, Theory, and Applications, Reading, Mass.: Addison-Wesley Publishing Co., 1969.

Periodicals

Anton, Thomas F. "Power, Pluralism, and Local Politics," Administrative Science Quarterly, Vol. 7, No. 4, March 1963, pp. 425-457.

Bachrach, Peter, and Baratz, Morton S. "Two Faces of Power," American Political Science Review, Vol. LVII, December 1962, pp. 947-952.

Charters, W. W. "Social Class Analysis and the Control of Public Education," Harvard Education Review, XXIII, Fall, 1963, pp. 268-284.

Easton, David. "The Function of Formal Education in a Political System," School Review, Autumn, 1957, pp. 304-316.

Eliot, Thomas. "Toward An Understanding of Public School Politics," APSR, LIII, December, 1959, pp. 1032-51.

Goldhammer, Keith. "Community Power Structure and School Board Membership," American School Board Journal, CXXX, March, 1955, pp. 23-25.

Haussler, Kenneth S. "Local Control of Public Schools," American School Board Journal, CXLVII, October, 1963, pp. 9-12.

Miller, Delbert C. "Decision-Making Cliques in Community Power Structures: A Comparative Study of An American and an English City," The American Journal of Sociology, Vol. LXIV, November, 1958.

Rossi, Peter, "Community Decision Making," Administrative Science Quarterly, Vol. 1, March, 1957.

Schulze, Robert O. "The Role of Economic Dominants in Community Power Structure," American Sociological Review, Vol. 23, February, 1958.

Swanson, Bert E, Corton, Edith, and Marin, Eleanor. "Parents in Search of Community Influence in the Public Schools," *Education and Urban Society*, Vol. I, No. 4, August, 1969, pp. 383-403.

Unpublished Materials

Barnes, William D. *A Study of Informal Group Activity Within a Community's Educational Arena.* Doctoral Dissertation, typewritten, Univ. of Oregon, 1961.

Appendix A

Appendix I

McMASTER UNIVERSITY
HAMILTON, ONTARIO, CANADA

DEPARTMENT OF POLITICAL SCIENCE

12 February, 1971

Robert E. Agger

Mr. John E. Bean, Director, Educational Research,
Depprtment of Health, Education and Welfare,
Region X,
Arcade Plaza Building,
1321 Second Avenue,
Seattle, Washington 98101
USA

Re OEG-9-9-470114-0005(057)

Dear Mr. Bean:

Professor Joseph Fiszman has written to me about your letter to him of January 13th re the final report for Project 8-1-114. Perhaps I can help explain what followed the January, 1969 Progress Report to which you refer.

The Plans for the Next Quarter were in fact implemented. As a counterpart community to St. Helens, Oregon, the community of Trzic in Slovenia was selected and a random sample of citizens there were interviewed with a schedule substantially identical tbx the schedule used in St. Helens. Since, however, funds could not be provided for research expenses in Yugoslavia and were to be provided by my Yugoslav colleagues, various succeeding operations had to be scheduled as those difficult to acquire funds became available. As you know, I moved permanently to McMaster University in September of 1969 and continued my general direction of that international project but I had to turn over the operative responsibility to my Oregon colleagues, including the responsibility to comply with deadlines for submission of final reports to you. It was not, in fact, until this past year that funds became available here for the completion of various parts of the Yugoslav research operation because of the unanticipated costly nature of some of the earlier projected phases of data-analysis, particularly such matters as interviews with a special set of "leaders" in Trzic as well as costly computer use for data processing.

Rather than wait until the Yugoslav portion of the research was completed, it seemed to make the most sense to submit the final report from Oregon based on the St. Helens data, consistent with the Office of Education decision not to allow any of those funds to be spent for the Yugoslav portion of the research. I had received telephone approval from Dr. Hirsch to proceed earlier with the American portion of the study, which approval was not contingent on having definitely the Yugoslav data although I expressed the hope then, which became a reality later, of obtaining such data at other than Office of Education expense.

Finally, and equally importantly, our cross-national community study moved into analysis and interpretation stages which again changed the comparative study reporting timetable. Basic reevaluations occurred, both conceptually and theoretically, necessitating profound and I think most creative reformulations of our theoretical models and exploration. As the only intellectually proper process, we--my Yugoslav colleagues and myself-- have decided to expend the time and energy necessary to produce not a simplistic and we think now outdated analysis but a most complex, much revised product. We have been hard at work on the necessary theoretical-conceptual reformulations and innovations for the past year and a half and moving back and forth between complex data analysis and our theory-building has been an integral part of that process.

I enclose two items that indicate something of the directions and progress of that development. One is a paper delivered by me to a Yugoslav UNESCO commission conference on adult education last April-May, in Ljubljana. The second is a just completed preliminary presentation of some basic descfiptive-analytic materials encompassing not only St. Helens and Trzic but also a Canadian community and a Czech community as well as an additional Yugoslav community in Bosnia (Konjic). Knowing the supportive attitude of the Office of Education I had no doubt that the prospects of such new knowledge gains would be appreciated, especially in light of the breadth of the study (five communities in four countries) stimulated by the small grant originally designed for the two-community Oregon-Slovenian comparative study. The recent publication of the book Who Will Rule the Schools--A Cultural Class Crisis (with Marshall Goldstein) (Wadsworth Publishing Co., Belmont, California, 1971) stemmed from an original 1963-66 study funded by the Office of Education. Its extension over time to a larger study, and most importantly the additional time since the original final report for further thinking and creative theory-building has, I think, justified very much the extra years devoted to the kinds of intellectual work we are now doing relative to the small contract of the Oregon-Slovenia study. To have turned in a final report based on a hurried and out dated comparative theoretical model including the Yugoslav data would, I think, have been a serious mistake on Professor Fiszman's part.

I trust the above clarifies some of your concerns but if you would like any additional information please feel free to writet o me directly.

Sincerely yours,

Robert E. Agger

Robert E. Agger

PS Please excuse the typing; my secretaries are ill and I wanted to get this to you without further delay.

Appendix B

1. Many people look to others for advice when they make decisions on policy matters which may affect their community vitally. Can you think of three people whose opinions you respect the most when you are thinking about policy matters in each of the following areas?

   a. In the area of public school programs, facilities and policies

      1) ______________________________

      2) ______________________________

      3) ______________________________

   b. In the area of adult education programs, facilities and policies

      4) ______________________________

      5) ______________________________

      6) ______________________________

   c. In the area of culture, particularly musical programs, live theatre and libraries

      7) ______________________________

      8) ______________________________

      9) ______________________________

   d. In the area of health, especially prevention and treatment of alcoholism, illness prevention programs and improving medical facilities and services

      10) ______________________________

      11) ______________________________

      12) ______________________________

   e. In the area of social welfare, especially care for maladjusted or delinquent youth, institutions for old and disabled people and programs to help poor people

      13) ______________________________

      14) ______________________________

      15) ______________________________

   f. In the area of local government organization and local politics

      16) ______________________________

      17) ______________________________

      18) ______________________________

g. In the area of economic development, especially growth of the local economy, job opportunities in the community and increasing services from local business

19) ______________________________

20) ______________________________

21) ______________________________

h. In the area of urban development, especially zoning, public services such as transportation and street cleaning and public housing

22) ______________________________

23) ______________________________

24) ______________________________

i. In the area of sports and recreation

25) ______________________________

26) ______________________________

27) ______________________________

2. Taking the first area, public school education, do you interact with one or more of the people you named in any of the following ways? (Use Response Booklet)

a. Person #1 (Refer to name on question 1) ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At government activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

b. Person #2 ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At government activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

c. Person #3 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________

Taking the second area, adult education programs, do you interact with one or more of the people you named in any of the following ways?

d. Person #4 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________

e. Person #5 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________

f. Person #6 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________

Taking the third area, culture, do you interact with one or more of the people you named in any of the following ways?

g. Person #7 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________

h. Person #8 ______________________________
  1) As a close personal friend
  2) As a business or work associate
  3) At social or fraternal group activities
  4) At governmental activities
  5) At school activities
  6) At meetings of civic organizations
  7) No interaction
  8) Other (specify) ______________________________

i. Person #9 ______________________________
  1) As a close personal friend
  2) As a business or work associate
  3) At social or fraternal group activities
  4) At governmental activities
  5) At school activities
  6) At meetings of civic organizations
  7) No interaction
  8) Other (specify) ______________________________

Taking the fourth area, health, do you interact with one or more of the people you named in any of the following ways?

j. Person #10 ______________________________
  1) As a close personal friend
  2) As a business or work associate
  3) At social or fraternal group activities
  4) At governmental activities
  5) At school activities
  6) At meetings of civic organizations
  7) No interaction
  8) Other (specify) ______________________________

k. Person #11 ______________________________
  1) As a close personal friend
  2) As a business or work associate
  3) At social or fraternal group activities
  4) At governmental activities
  5) At school activities
  6) At meetings of civic organizations
  7) No interaction
  8) Other (specify) ______________________________

l. Person #12 ______________________________
  1) As a close personal friend
  2) As a business or work associate
  3) At social or fraternal group activities
  4) At governmental activities
  5) At school activities
  6) At meetings of civic organizations
  7) No interaction
  8) Other (specify) ______________________________

Taking the fifth area, social welfare, do you interact with one or more of the people you named in any of the following ways?

m. Person #13 ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

n. Person #14 ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

o. Person #15 ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

Taking the sixth area, local government and politics, do you interact with one or more of the people you named in any of the following ways?

p. Person #16 ____________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ____________________

q. Person #17 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At government activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

r. Person #18 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

Taking the seventh area, economy, do you interact with one or more of the people you named in any of the following ways?

s. Person #19 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

t. Person #20 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

u. Person #21 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

Taking the eighth area, urban development, do you interact with one or more of the people you named in any of the following ways?

v. Person #22 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

W. Person #23 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

x. Person #24 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

Taking the ninth area, sports and recreation, do you interact with one or more of the people you named in any of the following ways?

y. Person #25 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

z. Person #26 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

aa. Person #27 ______________________________

1) As a close personal friend
2) As a business or work associate
3) At social or fraternal group activities
4) At governmental activities
5) At school activities
6) At meetings of civic organizations
7) No interaction
8) Other (specify) ______________________________

3. Which would you say are the most active groups in this community which have an impact on policies or decisions made in each of the following areas?

a. In the area of public school programs, facilities and policies

1) ______________________________

2) ______________________________

3) ______________________________

b. In the area of adult education programs, facilities and policies

4) ______________________________

5) ______________________________

6) ______________________________

c. In the area of culture, particularly musical programs, live theatre and libraries

7) ______________________________

8) ______________________________

9) ______________________________

d. In the area of health, especially prevention and treatment of alcoholism, illness prevention programs and medical facilities and services

10) ______________________________

11) ______________________________

12) ______________________________

e. In the area of social welfare, especially care for maladjusted or delinquent youth, institutions for old and disabled people and programs to help poor people

13) ______________________________

14) ______________________________

15) ______________________________

f. In the area of local government organization and local politics

16) ______________________________

17) ______________________________

18) ______________________________

g. In the area of economic development, especially growth of the local economy, job opportunities in the community and increasing services from local business

19) ______________________________

20) ______________________________

21) ______________________________

h. In the area of urban development, especially zoning, public services such as transportation and street cleaning and public housing

22) ______________________________

23) ______________________________

24) ______________________________

i. In the area of sports and recreation

25) ______________________________

26) ______________________________

27) ______________________________

3a. I have a list of many of the groups and organizations in this community. Would you read through the list and tell me of which of these you are a member? (Note to Interviewer: Give List 3a to respondent)

a. County offices (specify) ______________________________
b. County Agricultural and Home Economics Extensions Service
c. Health Department
d. County Planning Commission
e. County Art Commission
f. School District No. 502 board and administration
g. Port of St. Helens
h. Columbia Hospital District board and administration
i. City Council or mayor
j. City Planning Commission
k. Central Labor Council
l. PTA groups (specify which school) ______________________
m. City Chamber of Commerce
n. Lions Club
o. Bar Association
p. Columbia County Historical Society
q. Community Action Team
r. St. Helens Jaycees
s. Kiwanis Club
t. American Legion
u. Band Patrons
v. Columbia Association for Retarded Children
w. 4-H Club Leaders Association
x. Golden Age Club
y. Kromos Art Club
z. Teenage Club
aa. Business and Professional Women
bb. American Association of University Women
cc. Blue Angels Auxiliary
dd. Columbia County Republican Women
ee. St. Helens Junior Womens Club
ff. St. Helens Womens Club
gg. St. Helens Zenith Womans Club
hh. Men's Bowling Association
ii. Men's Golf Association
jj. Rod and Gun Club
kk. St. Helens Yacht Club
ll. Sweet Adelines
mm. Grace Baptist Church
nn. Warren Baptist Church
oo. Christ Episcopal Church
pp. Foursquare Church
qq. Assembly of God
rr. Sunset Park Church of God
ss. First Lutheran Church
tt. First Methodist Church
uu. Free Methodist Church
vv. Church of the Nazarene
ww. Plymouth Presbyterian Church
xx. Yankton Baptist Church
zz. First Christian Church

aaa. Seventh Day Adventist Church
bbb. St. Frederic's Catholic Church
ccc. The Church of Christ
ddd. Bethany Lutheran Church
eee. Assembly of God
fff. Church of Jesus Christ of Latter Day Saints
ggg. Missionary Baptist Church
hhh. Calvary Lutheran Church
iii. Grace Lutheran Church, Scappoose
jjj. St. Helens Area Ministerial Association

3b. Would you please read through the list again and tell me of which of these groups you are or have been an official or a committee head.

a. County offices (specify) ____________________
b. County Agricultural and Home Economics Extensions Service
c. Health Department
d. County Planning Commission
e. County Art Commission
f. School District No. 502 board and administration
g. Port of St. Helens
h. Columbia Hospital District board and administration
i. City Council or mayor
j. City Planning Commission
k. Central Labor Council
l. PTA groups (specify which school) ____________________
m. City Chamber of Commerce
n. Lions Club
o. Bar Association
p. Columbia County Historical Society
q. Community Action Team
r. St. Helens Jaycees
s. Kiwanis Club
t. American Legion
u. Band Patrons
v. Columbia Association for Retarded Children
w. 4-H Club Leaders Association
x. Golden Age Club
y. Kromos Art Club
z. Teenage Club
aa. Business and Professional Women
bb. American Association of University Women
cc. Blue Angels Auxiliary
dd. Columbia County Republican Women
ee. St. Helens Junior Womens Club
ff. St. Helens Womens Club
gg. St. Helens Zenith Womans Club
hh. Men's Bowling Association
ii. Men's Golf Association
jj. Rod and Gun Club
kk. St. Helens Yacht Club
ll. Sweet Adelines
mm. Grace Baptist Church
nn. Warren Baptist Church
oo. Christ Episcopal Church
pp. Foursquare Church
qq. Assembly of God

rr. Sunset Park Church of God
ss. First Lutheran Church
tt. First Methodist Church
uu. Free Methodist Church
vv. Church of the Nazarene
ww. Plymouth Presbyterian Church
xx. Yankton Baptist Church
zz. First Christian Church
aaa. Seventh Day Adventist Church
bbb. St. Frederic's Catholic Church
ccc. The Church of Christ
ddd. Bethany Lutheran Church
eee. Assembly of God
fff. Church of Jesus Christ of Latter Day Saints
ggg. Missionary Baptist Church
hhh. Calvary Lutheran Church
iii. Grace Lutheran Church, Scappoose
jjj. St. Helens Area Ministerial Association

3c. Have you been a member of any informal or short-term organizations?

2. Yes
3. No

If so, please name them.

____

____

____

____

____

4. We would like to know if you have been involved in making policies or decisions in any of the following areas during the last year, and, if so, to what extent were you involved? (Use Response Booklet)

	How often were you involved?					
	DK	Not Involved	About Every Wk.	About Once A Month	Less Than Once A Mth.	NA
a. Public school programs, facilities and policies.....	1	2	3	4	5	0
b. Adult education programs, facilities and policies.........	1	2	3	4	5	0
c. In the area of culture, especially music and theatre programs and library programs & facilities	1	2	3	4	5	0
d. Health: alcoholism, illness prevention programs and medical facilities and services...........	1	2	3	4	5	0
e. In the area of social welfare: maladjusted or delinquent youth, institutions for old and disabled people and programs to help the poor..	1	[illegible]	3	4	5	0
f. In the area of local government organization and local politics...	1	2	3	4	5	0
g. In the area of economic development: growth of the local economy, job opportunities	1	2	3	4	5	0

			How often were you involved?			
	DK	Not Involved	About Every Week	About Once A Month	Less Than Once a Month	NA
g. In the area of urban development, especially zoning, public services such as transportation and street cleaning and public housing...	1	2	3	4	5	0
h. In the area of sports and recreation....	1	2	3	4	5	0

5. [Note to Interviewer: This question should be asked only for those areas in which involvement is "about every week" (coded 3) as indicated in question 4. If there are no areas in which involvement is "about every week," then ask this question for all areas in which involvement is "about once a month" (coded 4) as indicated in question 4.]

You have just indicated that you have been involved in the area(s) of

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

In the area of __________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of __________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of __________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of __________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of _________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of _________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of _________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of _________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

In the area of _________, were you involved in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

a.

Name ______________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Public School Programs, Facilities and Policies. Which of these policy matters do you think is most important? (Give respondent List a)

a. School budget elections and school board elections

b. Receiving from the Office of Education $75,000 for special programs to help the educationally disadvantaged

c. Establishing teachers' salaries

d. Sex education classes and incidents of high school pregnancies

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. School budget elections and school board elections

b. Receiving from the Office of Education $75,000 for special programs to help the educationally disadvantaged

c. Establishing teachers' salaries

d. Sex education classes and incidents of high school pregnancies

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ______

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ____ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ____

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ____

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, school budget elections and school board elections.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ____

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings..	2	3
b. Discussing at meetings....................................	2	3
c. Organizing meetings.......................................	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

b. Name ______________________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Adult Education Programs, Facilities and Policies. Which of these policy matters do you think is most important? (Give List b to respondent)

a. Adult education budget

b. Decision to include adult education classes in the school district operation

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Adult education budget

b. Decision to include adult education classes in the school district operation

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ______________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

53

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how?

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached?

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way?

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, adult education budget.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? _______

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ______________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly ______________________________ Very Strongly
Supported ______________________________ Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings................................	2	3
c. Organizing meetings..................................	2	3
d. Taking a more active part in making or carrying out of decisions....................................	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

Name ______________________________

c.

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Culture. Which of these policy matters do you think is most important? (Give List c to respondent)

a. Starting a summer concert program

b. Expansion of the library or construction of a new library

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Starting a summer concert program

b. Expansion of the library or construction of a new library

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ______________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings.	2	3
b. Discussing at meetings.	2	3
c. Organizing meetings.	2	3
d. Taking a more active part in making or carrying out of decisions.	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, expansion of the library or construction of a new library.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ___________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

d. Name ______________________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Health. Which of these policy matters do you think is most important? (Give List d to respondent)

a. Problem of improving ambulance service and charges

b. Decision to charge 25¢ for each immunization given at school and health department clinics

c. Building of a new nursing home for St. Helens

d. Sewer construction

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Problem of improving ambulance service and charges

b. Decision to charge 25¢ for each immunization given at school and health department clinics

c. Building of a new nursing home for St. Helens

d. Sewer construction

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ______________________________

How was it accomplished? ______________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings..................................	2	3
b. Discussing at meetings..............................	2	3
c. Organizing meetings.................................	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, sewer construction.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ________________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ____

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ____________________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings..................................	2	3
c. Organizing meetings.....................................	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ____

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ____________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ____________________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

e.

Name ______________________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Social Welfare. Which of these policy matters do you think is most important? (Give List e to respondent)

a. Community Action Center's program to give surplus garden produce to the elderly

b. School Board's decision to train people on welfare for jobs

c. Financing of Columbia Activity Center for Retarded Children

d. CAT's entrance into community affairs

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Community Action Center's program to give surplus garden produce to the elderly

b. School Board's decision to train people on welfare for jobs

c. Financing of Columbia Activity Center for Retarded Children

d. CAT's entrance into community affairs

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ___________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ________________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings................................	2	3
c. Organizing meetings..................................	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ________________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ________________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ________________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, CAT's entrance into community affairs.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? _____________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ________________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ________________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ________________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ________________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

f. Name ______________________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Government and Politics. Which of these policy matters do you think is most important? (Give List f to respondent)

a. City Council elections

b. Recall of the County Court (Judge Seawright, Commissioners Violette and Glosenger)

c. Land swap between Port of St. Helens and Columbia County

d. Building the new Court House

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. City Council elections

b. Recall of the County Court (Judge Seawright, Commissioners Violette and Glosenger)

c. Land swap between Port of St. Helens and Columbia County

d. Building the new Court House

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

76

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ________________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ____

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly ______________________________ Very Strongly
Supported   Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings..	2	3
b. Discussing at meetings..	2	3
c. Organizing meetings..	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

78

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, recall of the County Court (Judge Seawright, Commissioners Violette and Glosenger.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ______

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ______________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

g.

Name ______________________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

__________, __________, __________, __________, __________, __________,

__________, __________, __________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Economy. Which of these policy matters do you think is most important? (Give List g to respondent)

a. Labor union involvement in local politics and elections

b. Mills hiring of people from the local community

c. Location of a State Employment Office in St. Helens

d. Revitalizing downtown shopping center

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Labor union involvement in local politics and elections

b. Mills hiring of people from the local community

c. Location of a State Employment Office in St. Helens

d. Revitalizing downtown shopping center

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

82

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

   2. Yes
   3. No

   If so, how did it accomplish this? ______________________________

   ____

   How often did you personally participate in this policy matter? ______

   ____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

   Name ____

   How was it accomplished? ______________________________________

   ____

   ____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

   2. Yes
   3. No

   If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings	2	3
b. Discussing at meetings	2	3
c. Organizing meetings	2	3
d. Taking a more active part in making or carrying out of decisions	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, revitalizing downtown shopping center.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ______

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? __________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings..	2	3
b. Discussing at meetings..	2	3
c. Organizing meetings..	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

h. Name ____________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

________, ________, ________, ________, ________, ________,

________, ________, ________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Urban Development, Redevelopment and Public Housing. Which of these policy matters do you think is most important? (Give List h to respondent)

a. Establishment of Columbia-Willamette Air Pollution Authority to combat waste products released by local mills

b. Widening of Highway 30

c. Improvement of Port of St. Helens facilities

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Establishment of Columbia-Willamette Air Pollution Authority to combat waste products released by local mills

b. Widening of Highway 30

c. Improvement of Port of St. Helens facilities

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

   2. Yes
   3. No

   If so, how did it accomplish this? ______________________________

   ____

   How often did you personally participate in this policy matter? ______

   ____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

   Name ____

   How was it accomplished? ______________________________________

   ____

   ____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

   2. Yes
   3. No

   If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ____ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings..................................	2	3
c. Organizing meetings....................................	2	3
d. Taking a more active part in making or carrying out of decisions....................................	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ____

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ____________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ____

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, establishment of Columbia-Willamette Air Pollution Authority to combat waste products released by local mills.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ______

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ____________________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings................................	2	3
c. Organizing meetings...................................	2	3
d. Taking a more active part in making or carrying out of decisions....................................	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

i. Name ______________________

6. [Note to Interviewer: This question should only be asked about the areas discussed in question 5]

You mentioned just now that you have been most involved in a few areas:

_________, _________, _________, _________, _________, _________,

_________, _________, _________.

Here is a list of policy matters that have arisen in your community in the last few years in the area of Sports and Recreation. Which of these policy matters do you think is most important? (Give List i to respondent)

a. Park vandalism

b. Construction of a roof over the swimming pool at Condon School

7. Were you actively involved in this policy matter?

2. Yes
3. No

[Note to Interviewer: If question 7 was answered "yes" (coded 2), go on to question 8. If question 7 was answered "no" (coded 3), ask the following question.]

Which of the policy matters you were involved in do you consider most important?

a. Park vandalism

b. Construction of a roof over the swimming pool at Condon School

[Note to Interviewer: If the respondent answers that none of the above policy matters are most important, ask the following question]

What policy matter in this area were you involved in that you consider to be most important?

____

____

[Note to Interviewer: Now continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ______________________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____

How was it accomplished? ______________________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

95

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings..	2	3
b. Discussing at meetings..	2	3
c. Organizing meetings..	2	3
d. Taking a more active part in making or carrying out of decisions..	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

[Note to Interviewer: Ask the following question only if the policy matter being discussed is different from the one discussed previously.]

I would also like to ask a few questions about another policy matter in this area, construction of a roof over the swimming pool at Condon School.

[Note to Interviewer: Continue to question 8]

8. Are you a member of a group that was responsible for calling attention to this policy matter, either publically or privately?

2. Yes
3. No

If so, how did it accomplish this? ____________________

____

How often did you personally participate in this policy matter? ________

____

9. If "no" (coded 3) to question 7, who was responsible for calling attention to this policy matter?

Name ____________________

How was it accomplished? ____________________

____

____

10. Once attention was directed toward this policy matter, which individuals and groups supported actively the policy finally adopted?

Individuals	Groups

11. Once attention was directed toward this policy matter, was there any opposition of any kind to the policy finally adopted?

2. Yes
3. No

If "yes" (coded 2): Which individuals and groups actively opposed the policy finally adopted?

Individuals	Groups

12. When the policy finally adopted was first raised, how strongly did you support or oppose it? (Give Sheet #12 to respondent and ask him to mark it)

Very Strongly Supported ______________________________ Very Strongly Opposed

13. Now, thinking of this policy matter, were you involved in it in any of the following ways?

	Yes	No
a. Attending meetings....................................	2	3
b. Discussing at meetings................................	2	3
c. Organizing meetings....................................	2	3
d. Taking a more active part in making or carrying out of decisions....................................	2	3

14. Did the policy finally adopted constitute a new approach or a major change in earlier efforts to deal with the problem?

2. Yes
3. No

If yes, how? ______________________________

____

15. Was this policy matter of limited or extensive public interest or concern?

a. Extensive
b. Limited

16. By what means was a decision finally reached? ______________________________

____

17. Was the public involved in the final decision of the policy matter?

2. Yes
3. No

If yes, in what way? ______________________________

____

18. From the time the policy matter was raised until it was resolved, which individuals and groups were most responsible for the way the policy was finally adopted?

Individuals	Groups

19. What proportion of citizens in this town would you think take an active interest in community affairs? (Note to Interviewer: Ask respondent to refer to #19 in the Response Booklet and again ask, "What proportion do you think?")

    a. Less than 10%
    b. Between 10 and 25%
    c. Between 25 and 50%
    d. Between 50 and 75%
    e. Between 75 and 90%
    f. Over 90%

20. People who do not participate in community affairs basically are not interested enough. (Use Response Booklet)

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

21. If an average person is interested he can always find out about meetings and activities which concern the community. (Use Response Booklet)

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

22. Local officials make a lot of administrative decisions in their day-to-day work. How much do you think these decisions affect important things in the community? (Use Response Booklet)

    a. Very much
    b. Somewhat
    c. Not very much
    d. Not at all

23. If you had to choose, would you prefer to see fewer people participating in community affairs with little or no controversy, or many more people participating with much greater controversy? (Use Response Booklet)

    a. Few people, no controversy
    b. Many people, high controversy

24. How would you rate the adequacy of the following areas of public life in your community? (Use Response Booklet)

	DK	Bad	Average	Good	NA
a. Adult education........................	1	2	3	4	0
b. Operation of public school system.....	1	2	3	4	0
c. School curriculum......................	1	2	3	4	0
d. Availability of hearing or playing music..............................	1	2	3	4	0
e. Live theatre...........................	1	2	3	4	0
f. Libraries..............................	1	2	3	4	0
g. Programs to prevent alcoholism and care for alcoholics........................	1	2	3	4	0
h. Medical facilities and services.......	1	2	3	4	0

	DK	Bad	Average	Good	NA
i. Programs to prevent illness, like vaccination and innoculation............	1	2	3	4	0
j. Care for maladjusted or delinquent youth............................	1	2	3	4	0
k. Institutions for old and disabled people............................	1	2	3	4	0
l. Programs to help poor people..........	1	2	3	4	0
m. Selection of local officials who are aware of and concerned about the problems of the local citizens........	1	2	3	4	0
n. Making decisions about public spending and taxation.........................	1	2	3	4	0
o. Representation of different interests of people through organizations, parties, etc............................	1	2	3	4	0
p. Growth of the local economy...........	1	2	3	4	0
q. Job opportunities in the community....	1	2	3	4	0
r. Availability of necessary services from local business..................	1	2	3	4	0
s. Public services such as public transportation, street cleaning, etc.......	1	2	3	4	0
t. Urban planning and zoning............	1	2	3	4	0
u. Public housing........................	1	2	3	4	0
v. Sport programs and facilities.........	1	2	3	4	0
w. Amusement and entertainment programs and facilities........................	1	2	3	4	0
x. Hobby programs, clubs, and opportunities..............................	1	2	3	4	0

25. We would like to know whether you are interested in these same matters, and if so, how much? (Use Response Booklet)

	How interested are you in these matters?					
	DK	Very	Somewhat	Only a Little	Not at All	NA
a. Adult education..................	1	2	3	4	5	0
b. Operation of public school system	1	2	3	4	5	0
c. School curriculum................	1	2	3	4	5	0
d. Availability of hearing or playing music..........................	1	2	3	4	5	0
e. Live theatre.....................	1	2	3	4	5	0
f. Libraries........................	1	2	3	4	5	0
g. Programs to prevent alcoholism and care for alcoholics..........	1	2	3	4	5	0
h. Medical facilities and services..	1	2	3	4	5	0
i. Programs to prevent illness, like vaccination and innoculation.....	1	2	3	4	5	0
j. Care for maladjusted or delinquent youth..........................	1	2	3	4	5	0
k. Institutions for old and disabled people..........................	1	2	3	4	5	0
l. Programs to help poor people.....	1	2	3	4	5	0
m. Selection of local officials who are aware of and concerned about the problems of the local citizens	1	2	3	4	5	0
n. Making decisions about public spending and taxation...........	1	2	3	4	5	0

	How interested are you in these matters?					
	DK	Very	Somewhat	Only a Little	Not at All	NA
o. Representation of different interests through organizations, parties, etc.	1	2	3	4	5	0
p. Growth of the local economy	1	2	3	4	5	0
q. Job opportunities in the community.	1	2	3	4	5	0
r. Availability of necessary services from local business	1	2	3	4	5	0
s. Public services such as public transportation, street cleaning, etc.	1	2	3	4	5	0
t. Urban planning and zoning	1	2	3	4	5	0
u. Public housing	1	2	3	4	5	0
v. Sports programs and facilities	1	2	3	4	5	0
w. Amusement and entertainment programs and facilities	1	2	3	4	5	0
x. Hobby programs, clubs, and opportunities	1	2	3	4	5	0

26. In order to satisfy the needs of the people of this town, do you feel that any of the following areas need important changes?

	DK	Yes	No	NA
a. Adult education	1	2	3	0
b. Operation of public school system	1	2	3	0
c. School curriculum	1	2	3	0
d. Availability of hearing or playing music	1	2	3	0
e. Live theatre	1	2	3	0
f. Libraries	1	2	3	0
g. Programs to prevent alcoholism and care of alcoholics	1	2	3	0
h. Medical facilities and services	1	2	3	0
i. Programs to prevent illness, like vaccination and innoculation	1	2	3	0
j. Care for maladjusted or delinquent youth	1	2	3	0
k. Institutions for old and disabled people	1	2	3	0
l. Programs to help poor people	1	2	3	0
m. Selection of local officials who are aware of and concerned about the problems of the local citizens.	1	2	3	0
n. Making decisions about public spending and taxation.	1	2	3	0
o. Representation of different interests of people through organizations, parties, etc	1	2	3	0
p. Growth of the local economy	1	2	3	0
q. Job opportunities in the community	1	2	3	0
r. Availability of necessary services from local business	1	2	3	0
s. Public services such as public transportation, street cleaning, etc	1	2	3	0
t. Urban planning and zoning	1	2	3	0
u. Public housing	1	2	3	0
v. Sport programs and facilities	1	2	3	0
w. Amusement and entertainment opportunities and programs	1	2	3	0
x. Hobby programs, clubs, and opportunities	1	2	3	0

27. (If more than one Yes (coded 2) on question 26)

Which one do you feel is most important to change?

(Interviewer: Write in letter of the item below)

____

What would you say needs to be changed in this area?

____

____

____

28. (If any Yes (coded 2) on question 26)

Are you personally willing to do something to achieve the mentioned changes?

0. NA
1. DK
2. Yes
3. No

Would you be willing or not to do each of the following?

	DK	Yes	No	NA
a. Give money?....................................	1	2	3	0
b. Spend some time?...............................	1	2	3	0
c. Give moral support?............................	1	2	3	0
d. Talk to friends?...............................	1	2	3	0
e. Influence others to get the needed changes?.......	1	2	3	0

29. Think of the people in this community who frequently participate in community affairs. How much do you feel their views compare with yours on what needs to be changed in this town? (Use Response Booklet)

0. NA
1. DK
2. Very similar to mine
3. Somewhat similar to mine
4. Sometimes the same; sometimes different from mine
5. Somewhat different from mine
6. Very different from mine

How about the rest of the people in the community. Are their views on what should be changed different than yours? (Use Response Booklet)

0. NA
1. DK
2. Very similar to mine
3. Somewhat similar to mine
4. Sometimes the same; sometimes different from mine
5. Somewhat different from mine
6. Very different from mine

30. Generally, having in mind areas of community affairs in which you are most interested, do you think you could influence what is decided if you wanted to in these areas?

    0. NA
    1. DK
    2. Yes
    3. Sometimes yes, sometimes no
    4. No

31. If you were concerned about a local community problem and contacted the appropriate officials, how do you think they would react? What of the following statements best describes the way the officials in each group would respond to you? (Use Response Booklet)

    a. Local school officials

        0. NA
        1. DK
        2. Would understand my problem and do what they could about it
        3. Would listen to me but try to avoid doing anything
        4. Would ignore me or dismiss me as soon as they could

    b. Local government officials

        0. NA
        1. DK
        2. Would understand my problem and do what they could about it
        3. Would listen to me but try to avoid doing anything
        4. Would ignore me or dismiss me as soon as they could

32. Sex:

    0. NA
    1. DK
    2. Male
    3. Female

33. With which church do you most closely associate yourself? ______________

____

34. How often, if ever, do you attend church? (Use Response Booklet)

    0. NA
    1. DK
    2. Never
    3. Only on special holidays
    4. Less than 3-4 times per month
    5. 3 or 4 times a month
    6. More than 4 times a month

35. How satisfied are you with your standard of living? (Use Response Booklet)

0. NA
1. DK
2. Very satisfied
3. Somewhat satisfied
4. Somewhat dissatisfied
5. Very dissatisfied

36. What is your occupation? ____________________

____

a. NA
b. DK
c. Retired (specify former occupation) ____________________

____

Could you describe what you normally do (did) in this occupation? ________

____

____

37. Would you move away from this community if you had an opportunity to do so?

0. NA
1. DK
2. Yes
3. Perhaps (under certain conditions)
4. No

38. (If Yes (coded 2) on question 37)

Why would you move from this community? ____________________

____

____

39. How long have you lived in this community? ____________________

____

40. What was your father's occupation? ____________________

____

41. In comparison to other people in this community, would you say that the income of your family is very high, high, average, low or very low? (Use Response Booklet)

    0. NA
    1. DK
    2. Very high
    3. High
    4. Average
    5. Low
    6. Very low

42. After they become adults, some people continue their education, some do not. Are you willing to do any of the following in order to continue your education?

	DK	Yes	No	NA
a. Spend some money..................................	1	2	3	0
b. Spend some time, even if it means less time with family and friends..............................	1	2	3	0

43. What is your age? ______________________________

44. In the Response Booklet in front of you is a list of income brackets. Will you look at it and tell me which bracket comes closest to the total monthly income of your family. Just read off your answer by number, please. (Use Response Booklet)

    0. NA
    1. DK
    2. $0-199
    3. $200-399
    4. $400-599
    5. $600-799
    6. $800-999
    7. $1000-1199
    8. $1200-1499
    9. $1500 or more

45. What was the last grade you completed in school? (Use Response Booklet)

    0. NA
    1. DK
    2. No formal school
    3. Not finished grade school
    4. Finished grade school
    5. Not finished vocational school
    6. Finished vocational school
    7. Not finished junior high school
    8. Finished junior high school
    9. Not finished high school
    10. Finished high school
    11. Did not finish university
    12. Finished university
    13. Post graduate school

46. Are you single, married, divorced or widowed?

0. NA
1. DK
2. Single
3. Married
4. Divorced
5. Widow(er)
6. Other

47. (If married) What is the occupation of your spouse? ________________

____

48. What was the highest school or grade either of your parents attended? (Use Response Booklet)

0. NA
1. DK
2. No formal school
3. Not finished grade school
4. Finished grade school
5. Not finished vocational school
6. Finished vocational school
7. Not finished junior high school
8. Finished junior high school
9. Not finished high school
10. Finished high school
11. Did not finish university
12. Finished university
13. Post graduate school

49. Do you have any unmarried children living with you at home, and, if so, how many?

0. NA
1. DK
2. None
3. 1 child
4. 2 children
5. 3 children
6. 4 children
7. 5 or more children

50. What is the highest school, grade, or level of education you really think children should have? ____

____

51. Do you think that the following things do or do not need to be done in your community's schools, even if you had to pay more for them?

	DK	Need to be Done	Not Needed	NA
a. Build more schools..............	1	2	3	0
b. Modernize methods of teaching...	1	2	3	0
c. Provide specialists to help parents be more effective in solving the educational problems of the child....................	1	2	3	0
d. Take special efforts to help children with learning difficulties..........................	1	2	3	0
e. Increasing stress on vocational training for children not going on to college..................	1	2	3	0

52. (Give respondent Sheet #52)

Please rank the following categories in order of importance to you.

	Rank
a. Friends	____
b. Income	____
c. Leisure time	____
d. Education	____
e. Work	____

53. (Give respondent Sheet #53)

Suppose you were choosing a community in which to live. Would you arrange the following factors, from most important to least important, according to their importance to you in making such a choice.

	Rank
a. Education..	____
b. Culture..	____
c. Health...	____
d. Social welfare...	____
e. Government and politics..................................	____
f. Economy..	____
g. Urban development, redevelopment and public housing.......	____
h. Sports and recreation....................................	____

108